EDUCATION SERVICE - Service Annual Performance Review 2021/22

DELIVERING OUR OUTCOMES – Our case studies help illustrate the positive contribution the Service has made to our communities and provides examples of good service delivery.

Corporate Outcome – Children and Young People Have The Best Possible Start

Business Outcome BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting

EDU106_01-Increase positive destinations for our looked after children in Argyll and Bute

a). A working party from Education, Social Work, Skills Development Scotland (SDS) and Local Authority Talent Management was established to look at how we can improve destinations for our Care Experienced school leavers.

b). Principle Teacher of Care Experienced Children and Young People and SDS Manager and Career Advisors share information to ensure that Care Experienced pupils are offered the maximum offer of careers guidance. This process has highlighted that 2 individuals were not getting the maximum offer and this was rectified.

EDU106_02-Increase the percentage of successful examination presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils

a). 100% of pupils presented for National 4 Literacy and Numeracy qualifications were successful.

b). 100% of pupils presented for National 5 Literacy and Numeracy qualifications were successful

EDU106_03-Maintain the low level of exclusion incidents experienced by our looked after children

a). The number of formal exclusions continues to be low and below our target of <5.

b). Exclusion guidance (Standard Circular 3.07) has been updated, reflecting the language of The Promise. The definition of Care Experience has been made explicit.

EDU106_04-Ensure there is a completed transition plan in place when a care experienced young person changes school / establishment

a). The transition Needs Analysis tool has been widely circulated by the PT. The PT will continue to remind schools of the need to complete the Needs Analysis Tool at the point of transition.

b). The Principle Teacher works to support both schools to share appropriate levels of information and to arrange transition activities.

EDU106_05-Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place.

a). The Principle Teacher of Care Experienced Children and Young People is tracking children through regular updates from Designated Managers in schools. This is additional tracking to what is recorded in the SEEMiS Tracking and Monitoring module.

b). The Needs Analysis Tool will be included in the Transitions Guidance from the Transitions Workstream.

Business Outcome BO107: The Support and Lifestyle Needs of Our Children, Young People and Their Families Are Met.

EDU107_01-Support the increase in the uptake of available Grants, Allowances and Entitlements

a). Free school meals show a reduction of 12% compared to recent years, this is a direct result of the roll out of Free School Meals (FSMs)to all P1-P5 children. Families are still applying for FSMs in order to be eligible for the hardship payments paid to eligible families. The Council is working towards the roll out of FSMs for all Primary aged pupils in line with the Scottish Government.

b). The Authority has processed 30 less School Clothing Grant (SCG) payments over the last 12 months and this is the second year in a row that there has been a slight reduction.

c). Education Maintenance Allowance (EMA) grants that have been processed are 12 less than 2020/21 – we will continue to promote to all young people over 16 and promote as widely as possible through social media channels as well as direct mailing to increase uptake.

EDU107_02-A counselling service is available in all secondary schools

a). The Education Psychology Service has supported the development of the Counselling in Schools Service in line with Scottish Government expectations. This service is directed at providing support for children and young people with mental health and wellbeing needs from the age of 10 years upwards, led by a skilled and experienced Team Leader.

b). Beginning in February 2021 to date, the Counselling in Schools Service has been accessed by in excess of 350 pupils from all 10 Secondary schools and 24 Primary schools. Common reasons for referral include anxiety, depression, self-harm and relationships. The timing of this service has been critical in terms of responding to the increased need resulting from the pandemic.

c). Qualitative and quantitative information is gathered to evaluate the efficacy of counselling sessions. On the YP-CORE 10, young people who engaged with counselling reported a positive impact with an 18% reduction in scores. On the Strengths and Difficulties Questionnaire, young people reported a 27% reduction in pre and post scores. The service has recently expanded with a further two counsellors joining the team on a temporary basis from Council Covid recovery funding.

d). The evaluation of counselling in schools is led by the EPS and, moving forward, consideration is being given to how this service delivers and enhances the suite of mental health supports for children and young people, including the views of young people themselves to identify any gaps in service provision.

EDU107_03-All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place

a). A total of 34 Flexible Learning Plans (FLPs) have been put in place across Secondary schools in 2021-22. Each FLP has represented a targeted response to an issue with school engagement or another barrier to learning and achievement. Individual FLPs have been the product of close consultation between the young person, his/her family, the school and the employer with whom the young person engages for part of the week in the form of placement. Each FLP is monitored rigorously to ensure it remains relevant and is meeting the needs of the learner. Thus far, seven FLPs have led to employment post-school and almost all have improved young people's engagement with education and allowed them to achieve and develop to their potential.

EDU107_04-Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment

a). The level of participation in education, training or employment for 16-19 year-olds in Argyll and Bute in the data released in September 2021 was 93.5%. Although constituting a slight fall from the 2020 measure of 94.1%, the Argyll and Bute figure is still 1.3% above the national average and the Authority remains in the top 10 authorities nationally for participation levels. Strong and enhanced partnership working between Education, Developing the Young Workforce, Skills Development Scotland and third sector partners, involving training and sharing of data, is contributing to the Authority's strong performance in participation.

EDU107_05-Maintain the percentage of all young people leaving school achieving a positive destination into further education, training or employment

a). In Argyll and Bute in 2021-22, 95.02% of young people left school into a positive destination. This is an increase of 2.7% on the 2020-21 figure. This can be attributed to improved planning of attainment, achievement and vocational pathways in schools, which have been enhanced by the work of the Developing the Young Workforce (DYW) Co-ordinators appointed in August 2021 to support work-based vocational learning in schools. Equally, the widening of college courses available to senior pupils in schools via virtual learning through video conferencing, and the dedication of a common column in all Secondary school timetables for this purpose, will extend the reach of further education and encourage the uptake of college courses post-school. The ongoing engagement of Secondary schools with initiatives, such as Top Up and Focus West, is also encouraging pathways for senior pupils into higher education.

Corporate Outcome - Education, Skills and Training Maximise Opportunities For All

Business Outcome BO108: All Our Children and Young People Are Supported To Realise Their Potential

EDU108_01-Increase the uptake of wider achievement opportunities which complement traditional SQA awards and offer alternative ways to develop learning, life and work skills

a). In 2021, young people in Argyll and Bute gained Wider Achievement awards at SCQF levels 4-7. 90% of all entries in Wider Achievement gained an award. A total of 1067 young people across Argyll and Bute gained a Wider Achievement Award in 2020/21. These figures represent a significant recovery from 2020, when pandemic-related restrictions negatively affected young people's opportunities to complete Wider Achievement awards.

EDU108_02-The percentage of children that achieve their appropriate developmental milestones by Primary 1

a). Authority wide, 37% of children currently assessed during December 2021 are achieving stage 2 across all of their milestones, a change of -5% in comparison to December 2020. This is in keeping with the trends nationally as a result of the Covid pandemic.

EDU108_03-Maintain the number of primary pupils that become digital leaders

a). Due to Covid and the Digital Learning team being unable to access schools, no digital leaders were trained. However, all young people enhanced their digital learning skills as a result of learning from home.

EDU108_04-Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls

a). We have funded the procurement and installation of digital video conferencing equipment across all Secondary schools. As a result, we are in a position to continue to develop the expanded curriculum offer via digital platforms as appropriate. Consequently, young people disadvantaged by the remoteness of a locality have access to the same curriculum offer as those in more populous areas.

EDU108_05-All secondary establishments have a minimum of two community business partners

a). The work of the Developing the Young Workforce Co-ordinators, appointed in August 2021, has increased and enhanced the number of schools' community business partnerships. Almost all schools have more than one employer partnership, which is evaluated as 'Influencing' in terms of the Scottish Government's criteria for grading the quality of such partnerships. 'Influencing' is the highest level of partnership, and entails an employer not only offering work-based vocational learning opportunities for young people, but also engaging regularly and effectively with the school in areas such as curriculum design, curriculum delivery and joint staff training opportunities.

Business Outcome BO109: All Our Adults Are Supported To Realise Their Potential

EDU109_01-Maintain the number of adults engaged in community learning and development (CLD) employability programmes

a). Community Learning Services managed to maintain some Adult Learners via online and distanced blended learning provision for those who wanted to continue with non-face to face contact. The NOLB (No One Left Behind) employability programme was revised to accommodate learners. We were able to access digital devices for some of our learners who did not have one through various projects/initiatives running across the Authority and nationally so they could continue with their learning.

b). We maintained Some Adult Learner through this, albeit not all. Factors contributing to this included the lockdown and Covid restrictions as there were restrictions in face to face provision and the reduction to the Community Learning Service through budget constraints and service cuts. Staffing resources were significantly reduced along with service provision e.g. the removal of Adult Literacy, Adult Literacy and Numeracy (ALN) workers and the ALN Service Team.

EDU109_02-Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps

a). We were not able to significantly increase numbers due to Covid restrictions and lockdowns, though continued to support and work with Adult Learners that remained engaged in addressing and working to reduce some of the barriers and challenges they faced around employability.

Corporate Outcome - Getting it right

Business Outcome BO115: We Are Efficient And Cost Effective

EDU115_01-Our Grant spend is maximised

a). Gaelic Specific Grant funding awarded through Bòrd na Gàidhlig supports the identified targets for Education within the Gaelic Language Plan. The Gaelic Language Plan has three areas of focus; promoting a positive image of Gaelic, increasing the learning of Gaelic and increasing the use of Gaelic. Gaelic Specific Grant funding supports the Education Service in the delivery of Gaelic Medium Education (GME) across the Primary and Secondary sectors as the majority of the funding is utilised for staffing costs. Grant funding has allowed for the increase in one promoted post in GME in the Oban area, and additionally in the Mull cluster, for a focus on transition from Primary and Secondary as well as wider Authority work on progression pathways. Maximising the use of this strategic grant allows the Service to develop and promote Gaelic Medium Education particularly in our more remote communities, such as the islands.

Business Outcome BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future

EDU117_01-Increase the percentage of our early years workers who have gained or are working towards professional qualifications

a). We are increasing the percentage of Early Years (EY) workers who have gained their qualifications, steadily, year by year. Actual figures for this session have not been completed as the session has not come to a close, however, we can confirm that this will be a positive picture this session.

EDU117_02-Provide 6 probationer learning days to our probationer teachers

a). Due to Covid restrictions, professional learning activities for probationers were provided online from August 2021 to April 2022. Fifteen twilight sessions were provided for probationers over the course of this period which has developed their skills and knowledge of Learning and Teaching. The sessions over the course of this school year included Nurture training, Application and Interview Skills, Learning Intentions and Success Criteria, Learning for Sustainability

and Getting It Right For Every Child GIRFEC. Early feedback from the current cohort highlights that probationers have found the majority of sessions helpful and useful for their own practice.

b). Professional learning activities were delivered by both employees within Argyll and Bute Council and our partners, including West of Scotland Development Education Centre and the Northern Alliance. The Northern Alliance also provided a range of sessions for Newly Qualified Teachers which our probationers were encouraged to attend. These sessions were over and above the Argyll and Bute Probationer Programme.

c). One face to face session took place in Inveraray in May 2022 which focused on Enquiry presentations and there are three further online sessions planned to take place before the end of the school session.

EDU117_03-The Percentage of new head teachers who have or are working towards headship qualifications.

a). Since April 2021, 13 new Head Teachers were appointed, with 10 remaining in post in April 2022. Of the 10 who remained in post 40% have the Standard for Headship, 10% are currently participating in the Into Headship programme, 30% are due to start the Into Headship programme in August 2022 and 20% do not have the qualification and are not working towards it. Of the three Head Teachers who are no longer in this position – due to secondments - 1 had the qualification, 1 was working towards the qualification and 1 did not have the qualification and was not working towards it.

b). New Head Teachers currently have up to 30 months to complete the Into Headship programme and the 20% of Head Teachers who are not working towards the qualification are within this timeframe.

c). Current Acting Head Teachers, who are not undertaking the programme from August 2022, have been encouraged to participate in the Aspiring to Headship programme. This programme is a new professional learning opportunity which has been designed for leaders who are keen to develop their understanding of the role of a Head Teacher. It is envisaged that participants of the Aspiring to Headship programme will undertake Into Headship the following year.

SIGNIFICANT CHALLENGES – These are the significant challenges faced by the Service during 2021/22. These challenges either created pressures on the Success Measures or impacted on delivery. Specific additional activity or mitigating actions were carried out to reduce the negative impact on service delivery.

Corporate Outcome - Children and Young People Have The Best Possible Start

Business Outcome BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting

EDU106_01-Increase positive destinations for our looked after children in Argyll and Bute

a). Physical attendance in the school environment has become more of a challenge after periods of Lockdown. In order to approve this, a multi-agency Maximising Attendance working group has been established to address non-attendance.

b). In some areas, it has been difficult to provide work experience due to Covid restrictions.

EDU106_02-Increase the percentage of successful examination presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils

a). Due to gaps in education, following periods of non-attendance, some pupils are not being presented for levels 4 and 5 but level 3.

EDU106_03-Maintain the low level of exclusion incidents experienced by our looked after children

a). Lack of clarity around the definition of “Care Experience”. PT to present to HTs about the wording of The Promise and the commitment to end formal and informal exclusions.

EDU106_04-Ensure there is a completed transition plan in place when a care experienced young person changes school / establishment

a). Social Work and Education require to establish a clear timescale around the sharing of information regarding the movement of children.

Business Outcome BO107: The Support and Lifestyle Needs of Our Children, Young People and Their Families Are Met

EDU107_02-A counselling service is available in all secondary schools

a). The temporary nature of Scottish Government (SG) funding directed at counselling in schools has made planning to deliver services to meet the needs of children and young people in the longer term problematic. There has been concern over this valuable service being withdrawn when a clear need has been identified with over 350 young people engaging with the service over the last 15 months.

b). It has now been confirmed that the SG funding for counselling in schools has been base-lined within Council funding moving forward. Plans are in place to review service delivery based on processes of ongoing evaluation and make the counselling posts and support structures permanent.

EDU107_03-All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place

a). Work experience is usually a very valuable part of an individualised timetable and is part of most Flexible Learning Plans. We were unable to provide this during periods of Covid restrictions. This was very challenging as the pupils really benefit from the practical skills and experience they gain in these situations.

EDU107_04-Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment

a). Four Developing the Young Workforce Co-ordinators were appointed in August 2021 to support schools in increasing the number and quality of work-based vocational learning opportunities for senior phase learners. The Co-ordinators have been line managed by the Regional DYW Lead, a position hosted until very recently by Argyll College. The Regional DYW Lead is the line manager for the four Co-ordinators. Argyll and Bute's Regional DYW Lead has been absent since October 2021, and resigned his post in March 2021. This has resulted in some compromises in the leadership of the Co-ordinators, which may have impacted on the scope, scale and impact of their work over that period. The Education Manager and management at Argyll College have worked together to mitigate the impact of the absence of a line manager, and recruitment of a new Regional DYW Lead will be completed by July 2022, hosted now by the Local Authority rather than Argyll College to increase coherence in strategic planning. Despite the challenges detailed above, the DYW Co-ordinators have had a positive impact on the number of young people engaging with employers' post-Covid, which is a key factor in increasing participation and positive destination figures.

EDU107_05-Maintain the percentage of all young people leaving school achieving a positive destination into further education, training or employment

a). Four Developing the Young Workforce Co-ordinators were appointed in August 2021 to support schools in increasing the number and quality of work-based vocational learning opportunities for senior phase learners. The Co-ordinators have been line managed by the Regional DYW Lead, a position hosted until very recently by Argyll College. The Regional DYW Lead is the line manager for the four Co-ordinators. Argyll and Bute's Regional DYW Lead has been absent since October 2021, and resigned his post in March 2021. This has resulted in some compromises in the leadership of the Co-ordinators, which may have impacted on the scope, scale and impact of their work over that period. The Education Manager and management at Argyll College have worked together to mitigate the impact of the absence of a line manager, and recruitment of a new Regional DYW Lead will be completed by July 2022, hosted now by the Local Authority rather than Argyll College to increase coherence in strategic planning. Despite the challenges detailed above, the DYW Co-ordinators have had a positive impact on the number of young people engaging with employers' post-Covid, which is a key factor in increasing participation and positive destination figures.

Corporate Outcome - Education, Skills and Training Maximise Opportunities For All

Business Outcome BO108: All Our Children and Young People Are Supported To Realise Their Potential

EDU108_01-Increase the uptake of wider achievement opportunities which complement traditional SQA awards and offer alternative ways to develop learning, life and work skills

a). Public Health restrictions continued to impact on the in-person nature and partnership working of many of these awards in 2021/22.

b). Schools have continued to seek alternative qualifications to support life and work skills.

EDU108_02-The percentage of children that achieve their appropriate developmental milestones by Primary 1

a). Mid-year figures are down by 5% to 37%, however, this is in line with a decline in developmental progress of this cohort of children nationally, as a result of Covid lockdowns.

EDU108_03-Maintain the number of primary pupils that become digital leaders

a). The Service would wish to remove this measure as it's no longer relevant in the new context.

EDU108_04-Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls

a). The challenge relating to the use of digital technology in learning has shifted post-pandemic from ensuring learning, through digital platforms, can continue in the home environment to mitigate against the Covid-related absence of pupils or teachers to the utilisation of digital technology in broadening the curriculum for all learners. The challenge of equipping schools with video conferencing technology, and increasing the skills and capacity of teachers to deliver learning via video conferencing to pupils in other schools, is being addressed via the work to establish commonality of timetabling across Secondary schools, the procurement and installation of the required hardware in schools and the planning of training for teaching staff.

b). A key challenge has been to address the limitations of the Council digital network to permit the flexibility and capacity required for the great expansion in digital traffic entailed by the work at Council level to broaden the curricular offer to learners through video conferencing, within and between schools, and the Scottish Government's commitment to provide a digital device for every child and young person in Scotland. The digital consultancy firm Insight was contracted to complete an analysis of the network in these contexts and to make recommendations. Such recommendations have been delivered and have been a key component in the report to the Executive Director and Senior Leadership Team, on the aspirations for the Argyll and Bute digital network, as it relates to the requirements of Education and the associated costs.

EDU108_05-All secondary establishments have a minimum of two community business partners

a). The absence for six months and subsequent resignation of the Regional DYW Lead has created a challenge in terms of leadership and line-management of the four DYW Co-ordinators. The Scottish Government Key Performance Indicator relating to the establishment of community business partners, and specifically those conforming to the "Influencing" level as defined by the Scottish Government, has been met through the Education Manager and management at Argyll College adopting aspects of the DYW Lead role in overseeing and monitoring the work of the DYW Co-ordinators and formally reporting progress to the Scottish Government.

Business Outcome BO109: All Our Adults Are Supported To Realise Their Potential

EDU109_01-Maintain the number of adults engaged in community learning and development (CLD) employability programmes

a). Non and slow opening of venues and restrictions in place, not being able to resume face to face learning for everyone or able to meet with participants due to venues still being closed and not being able to access services from other partners/employers due to Covid restrictions for participants as part of their no one left behind support and development - again due to Covid volunteering and work experience opportunities not being available.

b). Reduction to staffing through Service/budget cuts saw the removal of the Adult Literacy Workers and the Literacies Service support team. This left a provision gap and created additional barriers for Adult Learners who were trying to improve their reading, writing and use of Numeracy to improve their employability skills as a result some Adult Learners became disengaged.

c). Staff training and Continuous Professional Development skills - Community Learning Workers pre-pandemic were face to face provision providers and staff had to upskill at speed to deliver and provide many different online learning platforms, before introducing some Adult Learners to them, alongside engaging with learners through digital and non-face to face provision.

EDU109_02-Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps

a). Full targets were not met due to lockdown restrictions and Covid - face to face provision was offered where able, for example outdoor learning and continued delivery through digital and telephone provision with users that were willing to engage this way. Community Learning Workers contacted Adult Learners regularly to "check in" with them. Input to no one left behind 1/4ly reporting completed showing barriers identified and returned to the Scottish Government via the A and B Council Employability Team/Partnership.

Corporate Outcome - Getting it right

Business Outcome BO115: We Are Efficient And Cost Effective

EDU115_01-Our Grant spend is maximised

a). The grant spend for the Gaelic Specific Grant, awarded through Bòrd na Gàidhlig, is primarily used to fund staffing across our Primary and Secondary sector. Staffing our schools remains a challenge across the Service and this is a particular challenge in Gaelic Medium Education. To mitigate this, the Service requests Gaelic teachers in their probationary year for vacancies within Gaelic Medium Education on a yearly basis. We have found that a number of the probationers that have worked in Gaelic Medium in Argyll and Bute choose to stay on, growing the core staffing in Gaelic Medium. Additionally, the Service now provides advertisements for Gaelic specific posts bilingually to attract new staff to vacancies that arise.

Business Outcome BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future

EDU117_01-Increase the percentage of our early years workers who have gained or are working towards professional qualifications

a). This is increasing year by year.

EDU117_02-Provide 6 probationer learning days to our probationer teachers

a). A large number of probationers opted to watch the recording of each session in their own time due to the timing of the sessions during the school day. As such, the programme next session will be delivered on a Friday and this information will be communicated to all schools once the probationer allocation has been confirmed.

b). The facility to record sessions on Google Meet was removed in January 2022 which impacted on the number of probationers accessing the recording of the professional learning sessions. As such, the probationer programme will be delivered through Microsoft Teams next session.

c). Restrictions at the time impacted the face to face delivery of 6 professional learning days. Moving forward, the programme next session will follow a hybrid approach between online and face to face sessions as a whole cohort and also in clusters.

EDU117_03-The Percentage of new head teachers who have or are working towards headship qualifications

a). Recruitment of Head Teachers with the Standard for Headship or Head Teachers currently undertaking the Into Headship programme.

CONSULTATION AND ENGAGEMENT - WE ASKED, YOU SAID, WE DID….The following are all the consultations and resulting actions that the Service has carried out during this period.

a). Educational Psychology Service remote working survey - Target Audience: Children and young people, parents and carers, SLT, Children and Adolescent Mental Health Services, Social Work, and Education.

> **We asked:** Young people, parents and carers, partners (Health, Education, Social Work) about their experiences of working with the Educational Psychology Service during restrictions from Covid and which elements we should take forward.
>
> **You said:** Very positive experience across all groups, particularly around informal contact with EP's and flexibility to meet online and attend training.

We did: Production of "Working remotely with the Educational Psychology Service document" outlining how these will incorporated into practice.

b). Educational Psychology Service Small group consultation survey - Target Audience: Head Teachers (Primary and Secondary)

We asked: We asked about the experiences of attending the small group consultations, including perceived benefits and challenges of the sessions.

You said: Positive experiences from schools in the co-working element to share ideas and approaches they use within their setting. General view that sessions were difficult to attend due to time constraints.

We did: Decision not to proceed with small group consultations in the session ahead.

c). Educational Psychology Service / School Counselling Youth Advisory Panel - Target Audience: Children and Young People

We asked: Experiences of children and young people who accessed the Counselling in Schools Service. Session 1 focused on the self-referral process and raising awareness of the Service.

You said: Children and young people reported that they valued the service and suggested several ways we could improve delivery.

We did: Development of posters to promote service within schools. Review of Self-referral and professional referral with CYP comments.

d). Pupil Consultation on Transformation Programme. The consultation feedback informed the development of the pupil consultation materials to ensure that pupils could engage with the Transformational Change materials and had the opportunity to feedback.

e). Parental Involvement and Engagement Census. This has taken place and information will be shared with schools. Information is yet to be returned to the Scottish Government. Within the census, it is clear that there is a lack of confidence from parents in relation to UNCRC. Aberdeen City Council's approach to this is being investigated with parents and a PC Chair has been engaged in this.

f). Youth Scotland evaluated the Health and Wellbeing of pupils at Dunoon Grammar School and Lochgilphead Joint Campus. A dissemination plan has been created and meetings have been established to identify key improvement priorities for the school and community to engage with.

g). A limited number of consultations have taken place in relation to poverty. This was following a group working session with Education staff involved in Poverty Alliance training. A small number of parents have been consulted via a school in relation to their experience using an empathy tool. A small number of pupils have been consulted using the same approach. Information will be fed into a Child Poverty Action Plan.

h). Consultation took place with the PC at Furnace Primary. This resulted in agreement to proceed with shared headship following the retirement of the Head Teacher in the summer.

i). Health and Wellbeing Leads were consulted in relation to the establishment of a network to share information and best practice. This has resulted in the group being established and two meetings have taken place. The agreement is for the group to meet termly.

j). In the development of an Authority wide digital moderation platform, central Education Officers worked closely with staff trained as Quality Assessment and Moderation Officers to develop the bespoke platform for Argyll and Bute Schools. During the pilot period, school leaders were consulted in the next iteration of development. Consulting with practitioners and school leaders has led to a high quality digital resource that all schools are able to access, despite geography. This resource supports robust professional discussions to impact improvements in attainment.

k). An 1140 hours parental satisfaction survey ran in all localities.